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ABSTRACT

This unit of study on Japan contains the following content areas: Unit Focus/Motivation; Islands of Japan; Living on an Island; Buildings; Economics; Transportation; and Culminating Activities. The objectives of the unit include knowledge, skills, and attitudes. Suggested activities for each of the content areas are offered and explained to assist teachers with implementing the activities. Suggestions on sources of materials and procedures for evaluation are included. Guidelines on how to make a model of an active volcano and the materials required for this project are contained in Attachment 1. (KWL)

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Japan:
LAND OF THE RISING SUN

by

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A Twelve Day Unit of Study
for
Fourth Grade Students

SO017688

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I. INTRODUCTION

A. Topic: Japan: Land of the Rising Sun

B. Age: Fourth Grade

C. Length of Time: 12 class days

II. CONTENT OUTLINE

A. Unit Focus/Motivation: The teacher will use a bulletin board entitled "Japan," a learning center and a classroom volcano to introduce this topic.

B. Islands of Japan
   1. Four Main Islands
   2. Natural Features
   3. Climate
   4. Plants and Animals

C. Living on an Island
   1. Early Years
   2. Customs
   3. Growth of Cities
   4. Development of Rural Areas

D. Buildings
   1. Houses of past and present
   2. Building Toward the Sky

E. Economics
   1. Industry
   2. Tourism

F. Transportation
   1. Sea
   2. Land
   3. Air

G. Culminating Activities: The students will write a brief essay on an aspect of life in Japan and compile a booklet of materials. The latter activity is an on-going effort.

III. OBJECTIVES

Knowledge Objectives

A. After constructing a model volcano (see Attachment #1), the students will be able to list three ways a volcano can contribute to island formation.

B. After viewing the filmstrip (see Materials List #3), the students will be able to:
   1. Locate the four main islands on a world map.
   2. List three factors governing the climate of Japan.
   3. Name three plants and three animals found in Japan.

C. After viewing the film (see Materials List #6), the students will be able to:
   1. Identify three Japanese customs.
   2. List four reasons for the placement of large settlement areas.
   3. List three reasons for the placement of small settlement areas.

D. After viewing pictures of Japanese housing on the bulletin board, the students will be able to:
   1. Paint (or draw) a model of traditional or contemporary Japanese homes.
   2. Identify three reasons for the 'build-up' method of Japanese cities.

E. After listening to a local merchant of Japanese goods and a travel agent concerning Japan's influence on the U.S., the students will be able to:
   1. List three reasons Japanese goods are popular in the United States.
   2. State three ways tourism supports the Japanese economy.

F. After constructing a model of a port city (see Materials List #9), the students will be able to:
   1. List the four forms of transportation most common in Japan.
   2. List two uses for each form of transportation.

Skill Objectives

Throughout the development of the unit, the students will demonstrate the following skills:

1. The ability to follow written and oral directions.
2. The use of research skills.
3. The incorporation of writing skills.
4. The use of speaking skills.
5. The ability to construct a model port city.

Attitude Objectives

1. The students will demonstrate a coorporative attitude in working with others.
2. The students will demonstrate the respect for others' work.
3. The students will demonstrate a respect for other culture's beliefs.
4. The students will demonstrate the respect for fellow classmates through group activities.

IV. ACTIVITIES

A. Unit Focus: One month prior to the unit, the teacher will divide the students into four groups. Each group will compose and send letters of inquiry to ask for additional information regarding Japan (see Materials #1&2).

Approximately two weeks prior to beginning of the unit, the teacher and students will gather materials necessary to build an active classroom volcano (see Attachment #1). The teacher should ask the students to contribute one bar of soap each.

As the time for the study nears, the teacher should display a bulletin board entitled "Japan" (include the islands) and establish a learning center containing any books or information received from the letters of inquiry.

The students will aid the teacher in constructing the volcano as the formal beginning of the unit (see Attachment #1 for directions). After activating the volcano, the teacher will lead a classroom discussion on how such eruptions contributed to the development of islands.

B. Developmental Activities/Unit Content

1. The Islands of Japan

a. The teacher will show the filmstrip, "Japan: Our World Neighbors" (see Materials List #3) which describes and introduces the islands of Japan. Following the filmstrip, the teacher will discuss the four main islands and locate each on the world map (see Materials List # 4). The students will demonstrate their mapping skills by identifying the natural resources as indicated on the map. Other characteristics as identified in the filmstrip should also be emphasized.

b. The students will be placed in the same four groups established in the initiatory phase and each assigned one of the main islands to research. The learning center as well as the school library should be utilized (or information from home). Points for the students to emphasize in their research should include location, size, population, climate, animals, industry and customs of each island.

c. Utilizing the previous information, have each group illustrate the major points, including at least one plant and one animal. Once the research is completed, have each group report its findings, share the illustrations and compare the results. Also, compare and contrast the plants and animals found in Japan to those common in the United States. Be sure to display the work of each group on an available wall.

2. Living on an Island

a. The teacher will show the film, "Japan: Of Tradition and Change," (see Materials List #6) which emphasizes the development of Japan over the years. Follow this presentation with a discussion on the major points viewed. Be sure to emphasize how many customs have remained the same over the years. Compare this to some of our major holidays and/or special celebrations a student's family may have.

b. The students will be asked to become the Captains of early ships charged to explore and settle new lands. During the voyage, they encounter the Japanese islands (not yet named). Have each student create and keep a log identifying early hardships and how they would adapt to the new environment, communicate with people who spoke a different language and live with totally different customs.

c. Continuing their Captain roles, the students will return to their original four groups to determine where they would choose to build a city and provide reasons why. Blank maps of Japan will be provided by the teacher to aid the groups' work. Compare the results to the actual topographical information found on the world map. As an extension activity, have the students plan additional settlements on the other islands. Again, encourage the students to use accurate information gathered to this point.

3. Buildings

a. Students will be shown pictures of houses from the books found in the school's library, materials received through the mail and other information brought from home to compare and contrast present day houses (interior and exterior) to those of the past. Students will be given materials (see Materials List # 9) and instructed to contruct or illustrate a Japanese house from the past or present. The finished products will be displayed in an area of the room designated for such or in the halls (this activity can be on-going).

b. Using available resources, assist the students in examining the population centers in Japan. The earlier filmstrip (see Materials List #3) in conjunction with the additional materials should cause the students to question why cities grow 'up' rather than 'out.' Explore the major reasons (the first reason being limited space) and allow students to continue constructing their model structures (from 3 a.).

4. Economics

a. The students will compile a list of items made in Japan from local resources (appliances, catalogues, stores, etc.) and at home. A local store owner should be invited in to discuss why the Japanese products are so popular and the advantages and disadvantages of such popularity as it relates to the U.S. economy.

b. Invite a local travel agent to the classroom to discuss tourism in Japan and the importance it has on their economy. Travel brochures will be distributed to the children and they can compare what is shown with what they have studied thus far. Have each of the four original groups develop a role playing situation describing a ten day trip to

Japan with the different stops and attractions. Costs for the trip could also be included as an economic decision.

5. Transportation

a. The teacher will pass out bars of soap and a plastic knives to the students and instruct them how to carefully carve a form of transportation found in Japan. Once the carvings are completed, discuss the different modes of transportation and then place the finished products with the display center of houses and other building structures.

b. Have each student to write a brief paper describing how transportation is used in Japan and then compare the results to the use of transportation in the United States. Have the students to orally share the results and give their opinions.

C. CULMINATING ACTIVITIES

1. Each student in his/her group will write a two page essay on a single aspect of Japan as covered in the unit. The teacher should guide them in their group selections based on interest and value of the topics selected.

2. The group members will compile their essays, proof the results and prepare a five minute presentation on their topic. Encourage creativeness in their presentations (i.e. art work, role playing, stories, etc.).

3. Invite other classrooms to visit the room to examine the displays on Japan with the members of each group acting as guides.

V. MATERIALS AND RESOURCES

1. Department of Interior and Library of Congress, Federal Building, 915 Second Avenue, Washington, D.C. 98174.

2. Kaye Clutsam, World Houston Travel, 13401 North Freeway, Suite 110, Houston, TX, 77060.

3. Filmstrip: "Japan: Our World Neighbors," Imperial Films, Inc.

4. World topographical map (should be one in classroom or available in media center).

5. Manila paper, pencils, map pencils or crayons.

6. Film: "Japan: Of Tradition and Change," National Geographical Society.

7. Bar soap and plastic knives

8. Blank map of Japan (8 1/2X 11).

9. Tag board, scissors, glue, pencils and map pencils.

10. TIME, Henry Grunswald, Editor in Chief, August 1, 1983 (entire issue).

VI. EVALUATION PROCEDURES (suggestions)

1. Students can be evaluated from a written test taken from the knowledge objectives.

2. Students can be evaluated through active participation.

3. Students can be evaluated through oral participation.

4. Students can be evaluated through their oral presentations.

5. Students can be evaluated through their written work.

MATERIALS FOR MAKING AN ACTIVE VOLCANO

(amounts indicated are per volcano)

5 lbs. pottery clay

2 steel wool pads (without soap)

6 plastic garbage sacks (lg.)

1 cardboard box, 25" x 25"

1 pc. 1/4" plywood, 25" x 25"

1 bottle green tempra paint

monopoly houses

1 gal. sand

1-3 lb. coffee can

1 box baking soda

1-5 gal. pail

rags

6 or 7 rocks, approx. 3" to 4" in diameter

1 box, liquid food coloring

1 pint vinegar

1/2 gal. glue

1 book matches

4 color smoke bombs

1 long handle spoon

1 pencil

!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!CAUTION!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

TEACHER SHOULD BE THE ONLY PERSON HANDLING MATCHES AND SMOKE BOMBS.

DIRECTIONS--MAKING AN ACTIVE VOLCANO

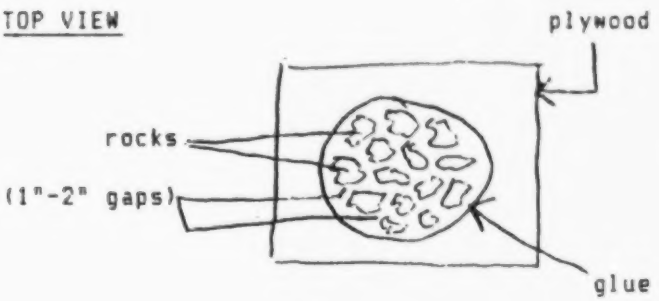
(COVER VOLCANO WITH A PLASTIC BAG UNTIL FINISHED TO PREVENT PREMATURE DRYING)

FILL 5 GAL. PAIL WITH WATER TO KEEP YOUR HANDS MOIST WHILE WORKING WITH THE CLAY.

PUT A HEAD AND ARM HOLES IN A PLASTIC BAG AS A COVER FOR YOUR CLOTHES.

1. Line the inside of the box with plastic and lay plywood in the bottom. Pour a generous amount of glue on the wood (let glue flow into a circle about 9"-10" in diameter). Place rocks in glue. EXAMPLE:

TOP VIEW



As the glue drys, push the glue around the base of the rocks for a more secure hold.

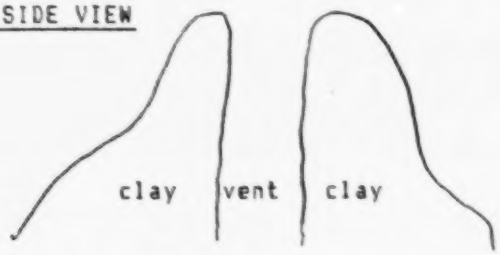
2. REMEMBER, KEEP YOUR HANDS WET AT ALL TIMES!!!

Take some clay and fill in the gaps between the rocks. Fill all the way to the top of the rocks.

MAKE SURE TO LEAVE A LARGE BALL OF CLAY FOR THE BODY OF THE VOLCANO.

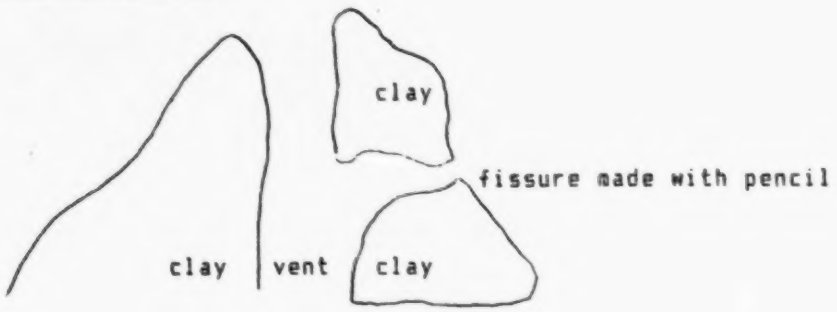
Take the remaining clay and form it into a cone. Put the cone on top of the rocks and work the clay around the base of the cone and top of the rocks for a secure hold. Using a long spoon, dig out the vent to the very bottom. EXAMPLE:

CUT-OUT SIDE VIEW



Take a pencil and, from the half-way point, push the pencil to the bottom of the vent. EXAMPLE:

CUT-OUT SIDE VIEW



MAKE SURE TO KEEP THIS AIR VENT CLEAN AT ALL TIMES!!!

3. Using any extra clay, add ledges and valleys to the volcano. Bring the valleys out onto the remaining plywood so it will look like tree roots shooting out from the base of the volcano. EXAMPLE:

TOP VIEW

In a coffee can, mix glue and sand together to a texture of thick mud. MIX WITH HANDS. Apply generously to the outside of the volcano and over the plywood. Let set and the sand will flow to a smooth finish.

REMEMBER--KEEP THE AIR VENT OPEN!!!

To make trees:

Tear pieces of steel wool off the pad and fluff one end while twisting the other end to a point. Dip the fluffy end in green paint. Let paint dry.

DO NOT COVER VOLCANO WITH PLASTIC FROM THIS POINT ON

4. Using a pencil, drill holes into the volcano and its base. Pour glue into the holes and place the pointed end of the trees in holes. Glue houses on the base.

LET VOLCANO DRY

TO ACTIVATE THE VOLCANO:

In different containers, mix vinegar and different food colors.

TEACHER will light a smoke bomb and place it into the vent. This will give the added effect to the eruption.

When the smoke clears, STUDENTS will add two tablespoons baking soda to the vent. Pour 1/4 cup vinegar into the vent. This will cause a harmless reaction to occur. Foam will rise out of the fissure and the main vent. Let the foam spread and note the damage that can be done with an eruption. Repeat the process. Note the 'build-up' effect from the eruptions.

Can you explain how a volcanic island is formed?